Using Community College Survey of Student Engagement (CCSSE) Results to Assess Institutional Learning Outcomes (ILOs)

Dr. Svetlana Deplazes & Dr. Meeta Goel
Session Goals

- To provide some background of using CCSSE item as an indirect assessment measure of institutional learning outcomes;

- To demonstrate how data visualization tools can be used to present, disaggregate, and disseminate survey results;

- To share strategies used around the state to understand and improve student learning experience.
Overview of the 2016 CCSSE

- CCSSE data assist colleges with improving programs and services that help promote student engagement, learning and persistence.

- The 2016 CCSSE Cohort represents over 434,288 community college students from 701 community and technical colleges in 46 states, D.C., three Canadian provinces, plus Micronesia, Guam, and the Marshall Islands.

- The survey is administered in randomly selected classes from all course offerings during spring 2016, excluding non-credit, dual-enrollment, distance learning, all but the highest level ESL courses, labs, individual study classes.
During April & May 2016, 842 students in 45 sections of AVC courses were administered the CCSSE.

One-third of the respondents were part-time; two-thirds were full-time students.

Virtually all faculty whose sections (a good cross-section of course offerings) were sampled were able to accommodate the assessment.

Results from the survey were available by late summer and were shared at meetings, as well as with other staff and faculty during 2016-17.
CCSSE Benchmarks of Effective Practice

* Active and Collaborative Learning
* Student Effort
* Academic Challenge
* Student-Faculty Interaction
* Support for Learners
The results from the CCSSE administered during spring 2016 provide evidence of increased student engagement across all five CCSSE benchmarks when compared with 2008 and 2014 administrations. AVC’s overall benchmark performance was higher than that of the 2016 CCSSE Cohort of participating colleges from around the nation. Student engagement was also higher for full-time students compared to part-time students, however even the overall benchmark scores for part-time students increased compared with previous years and the CCSSE Cohort.
CCSSE 2014 & 2016 Overall Benchmark Performance for AVC by Part-Time(PT)/Full-Time(FT) Student Enrollment Status
While performing as well as the national or peer group average is reasonable initially, it is a better strategy for subsequent CCSSE administrations to aspire to meet and exceed high-performance targets.

Some aspects of highest student engagement: Student Effort item 4d-Worked on a paper or project that required integrating ideas or information from various sources; Active & Collaborative Learning item 4b-Made a class presentation; Support For Learners item 9f-Providing the financial support you need to afford your education & item 13b1-Frequency: Career counseling.

Some aspects of lowest student engagement: Student Effort item 13e1-Frequency: Skill labs (writing, math, etc.); Student Faculty Interaction item 4h-Discussed ideas from your readings or classes with instructors outside of class & item 4q-Worked with instructors on activities other than coursework; Support For Learners item 9d-Helping you cope with your academic responsibilities (work, family, etc.).
Examination of AVC’s aspects of highest and lowest engagement

Examination of AVC’s mean scores for CCSSE items reflecting each of the benchmarks compared with those at Large Colleges and the CCSSE Cohort

Identification of specific actions to take during the academic year based on these data in order to further student engagement and learning at AVC

Collective impact of actions taken examined using results from subsequent CCSSE administration
ILO Revision:
The college recognized a need to develop ILOs that

* 1) would have accompanying measures,

* 2) be better aligned with Student and Program Learning Outcomes, and

* 3) reflect the new college mission revised in 2014.

Using best practices, ILOs were consequently revised by fall 2015 via a sub-group of the Outcomes Committee with input from the Strategic Planning Committee and Academic Senate, college leadership, as well as other college constituents.

Using CCSSE Items as an Indirect Measure of ILO Assessment
To examine progress on these ILOs and identify priorities for further improvement of student learning, the CCSSE is being used as an indirect measure of ILO assessment. Based on face validity and consultation with the Outcomes Committee during fall 2016 and spring 2017, CCSSE items were grouped with the four ILOs:

1) Communication;
2) Creative, Critical, and Analytical Thinking;
3) Community/Global Consciousness; and
4) Career & Specialized Knowledge.
Next: Dr. Svetlana Deplazes-Use of Tableau to Present, Disaggregate, & Disseminate CCSSE & ILO Assessment Results